



Welcome to English Composition I

Engl 1301 – Spring 2013

3 Credit Hours / 48 hours per semester

Lecture / Core Curriculum

Instructor: Salma Hooshmand

Contact Information:

- salma.hooshmand@hccs.edu
- elearning site: <http://learning.hccs.edu/faculty/salma.hooshmand>
- Office Hours by appointment

The best way to contact me is via email; I respond to emails during the week within 24 hours. Please contact me concerning problems, issues, or challenges you face in this course. Do not wait until you receive a poor grade to talk to me. Also, the writing tutors (information below) are highly recommended – please take advantage of their services.

Additional Support:

- Tutoring and Writing Centers
 - On-Campus tutors in the Katy Campus Writing Center, Room 321, which is located across from the third floor Library. Look for posted hours or call 713-718-5841.
 - Writing Center at Spring Branch Campus, South Hall, Room 703. Look for posted hours or call 713-718-5889.
- On-Line Tutors: <http://askonline.net>
- HCC Library
 - HCC Libraries offer assistance in finding and documenting resources. If you would like help with research, you may contact the librarians, Melba Martin and Peggy Edwards, at melba.martin@hccs.edu or at peggy.edwards@hccs.edu, respectively, or call the library at 713-718-5655. The library is in room RC1.

Prerequisites: A satisfactory assessment score, completion of English 0310 or (for non-native speakers) English 0349

Instructional Materials:

- *The Bedford Reader, 11 eds.* X. J. Kennedy, Dorothy M. Kennedy, Jane E. Aaron - Bedford/St. Martin's (2011) ISBN 978-0312609696
- *McGraw-Hill Connect* Online
- Suggested text: college level dictionary and thesaurus
- 3 Blue books for in-class exams
- 3 Manila folders

Course Goals:

In English 1301, we seek to provide writing instruction and practice that will help students master writing the short essay while developing critical reading skills. We believe that in mastering this particular kind of writing, students will also gain skills that will permit them to be successful at writing tasks in other college courses, their careers, and in their personal lives.

Course Description:

A course devoted to improving the student's writing and critical reading. Writing essays for a variety of purposes from personal to academic, including an introduction to argumentation, critical analysis, and the use of sources.

Student Learning Outcomes:

1. Apply basic principles of rhetorical analysis
2. Write essays that classify, explain, and evaluate rhetorical and literary strategies employed in argument, persuasion, and various forms of literature.
3. Identify, differentiate, integrate, and synthesize research materials into argumentative and/or analytical essays.
4. Employ appropriate documentation style and format across the spectrum of in-class and out-of-class written discourse.
5. Demonstrate library literacy.
6. Experiment in creative and reflective approaches to writing.

Learning Objectives:

1. Demonstrate the ability to coherently analyze: divide a text into rhetorical parts, name the parts, identify examples that illustrate each part, and evaluate the contribution of each in one or more essays;
2. Apply the basic principles of critical thinking—evaluation, analysis, and synthesis— in written essays that persuade or argue;
3. Distinguish fact from opinion in others' writings and evaluate whether they prove their points and/or whether they can be appropriately used as sources in documented papers;
4. Research and write documented paper(s) using proper MLA style;
5. Find and evaluate library books, journals, magazines, and/or data-bases to find information on a topic or issue;
6. Expand the scope, confidence, and creativity of written expression.

Instructional Methods:

The best way to become an effective writer is through practice. Students will have plenty of writing practice throughout this course. Writing will also be improved through feedback and guidance from instructor and peers. Students will be exposed to examples of effective writing. Discussions of effective writing techniques and collaboration will also promote better writing and critical thinking.

CORE Curriculum Competencies:

This course stresses the HCC CORE Competencies of reading, writing, speaking, listening, critical thinking, and computer literacy.

Minimum Writing Requirement:

5,000 words minimum. This course requires more.

Major Student Assignments/Assessments:

Narrative Essay (500-750 words)

Descriptive Essay (500-750 words)

Midterm Exam: in-class textual analysis essay (500-750 words)

Critical Analysis Essay: out-of-class essay requiring MLA documentation (750-1000 words)

Final Exam: In-class textual analysis essay (500-750 words)

***Readings, essays and assignments must be completed (and handed in, if required) at the start of class on the due date. All work for this course must be original and not have been used for a previous course.**

Instructor Grading Criteria:

- Narrative Essay 15%
 - Descriptive Essay 15%
 - Midterm Exam 15%
 - Critical Analysis Essay 20%
 - Final Exam 15%
 - McGraw-Hill Connect 10%
 - Attendance, Quizzes, Journals 10%
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- Out of class papers will receive a grade that is a summation of prewriting, drafts, revisions and final draft, if required.
 - Midterm and Finals: A student must obtain a passing average (70 - 100) on in-class writing in order to make at least a C in the course. If the average of in-class writing is a D (60 - 69), the student must receive a D in the course. If the average of in-class writing is an F (0-59), the student must receive an F in the class. Midterm and final exams will be graded holistically based on rubric provided by instructor.
 - McGraw-Hill Connect work will be completed out of class and graded on completion.
 - This class is designated as “web enhanced”, and will utilize HCC’s Eagle Online site (<https://hccs1.mrooms3.net/login/index.php>) for some assignments, due dates, etc., in order to supplement class work. Students will be required to access this site frequently, and familiarize themselves with it. However, the online component will not replace daily attendance; attendance is required, and successful completion of this course requires full attendance.

HCC Grading Scale:

A = 100 – 90

B = 89 – 80

C = 79 – 70

D = 69 – 60

F = 59 and below

HCC Policy Statements:

- **Discipline:** As your instructor and as a student in this class, our shared responsibility is to develop and maintain a positive learning environment for everyone. I take this responsibility seriously and will inform members of the class if their behavior makes it difficult for me to carry out this task. As a fellow learner, you are asked to respect the learning needs of your classmates and to assist me achieve this critical goal. (See Student Handbook)
- **Academic Honesty:** A student who is academically dishonest is, by definition, not showing that the coursework has been learned, and that student is claiming an advantage not available to other students. The instructor is responsible for measuring each student's individual achievements and also for ensuring that all students compete on a level playing field. Thus, in our system, the instructor has teaching, grading, and enforcing roles. You are expected to be familiar with the HCC's policy on Academic Honesty found in the catalogue. What that means is that if you are charged with an offense, pleading ignorance of the rules will not help you.

Just so there is no misunderstanding, plagiarism (using another's ideas or words without giving credit), Collusion (unauthorized collaboration with another person in preparing written work offered for credit), and other forms of cheating will not be tolerated. To be accepted, all papers require proof of their development. Students who plagiarize, collude, or cheat may face disciplinary action including the grade of 0 for the assignment, an F for the course, and/or dismissal from the college. For more on plagiarism, see "Plagiarism" in *The New McGraw-Hill Handbook, second edition*. (See Student Handbook)

- **Early Alert:** HCC has instituted an Early Alert process by which your professor will "alert" you through counselors of concerns that you might fail a class because of excessive absences and/or poor academic performance.
- **Special Needs:** Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the Disability Services Office at the respective college at the beginning of each semester. Faculty is authorized to provide only the accommodations requested by the Disability Support Services Office. For questions, please contact Donna Price at 713.718.5165 or the Disability Counselor at your college. To visit the ADA Web site, please visit www.hccs.edu then click Future students, scroll down the page and click on the words Disability Information. Northwest ADA Counselor – Mahnaz Kolaini – 713.718.5422
- **EGLS3 -- Evaluation for Greater Learning Student Survey System**
At Houston Community College, professors believe that thoughtful student feedback is necessary to improve teaching and learning. During a designated time, you will be asked to answer a short online survey of research-based questions related to instruction. The anonymous results of the survey will be made available to your professors and division chairs for continual improvement of instruction. Look for the survey as part of the Houston Community College Student System online near the end of the term.
- **Missing Class:** If absent or late to a class, the student is responsible for any information missed. Each student should exchange emails or phone numbers with at least three other students. After an absence, students are to find out what they missed before returning to class. Do not ask the instructor if you missed anything important. If students come in tardy, it is their responsibility to find out what they missed and to make sure, after class, that their attendance has been recorded; otherwise, they will be recorded as being absent. Points are deducted for absences, tardiness, and for leaving class early.

- **Attendance/Withdrawals:** You should understand that your grade will suffer as a result of absences, and of course, your ability to do the work required in the course will also be impaired and grades on that work will naturally be lower. If a student misses more than 6 hours of class, excused or non-excused absences, the student may be dropped from the course. Three tardies equal one absence. Leaving early is the same as a tardy. If students stop attending the class, it is their responsibility to formally withdraw.
 - If you feel that you cannot complete this course, you will need to withdraw from the course prior to the final date for withdrawal. Before you withdraw from the course, please take the time to meet with me to discuss why you feel it is necessary to do so. I may be able to provide you with suggestions to enable you to complete the course. Your success is important.
 - If you wish to withdraw, obtain the withdrawal form from Student Services and submit it in the registration office or see me about withdrawing you. However, before you withdraw from any class, please consider the following carefully: The State of Texas imposes penalties on students who drop courses excessively. For example, if you take the same course more than two times, you have to pay extra tuition. In 2007, the Texas Legislature passed a law limiting new students (those starting college in Fall 2007) to no more than six total course withdrawals throughout their academic career in obtaining a baccalaureate degree. There may be future penalties imposed.
 - In consideration of the above law, I will not give a “W” as a grade option unless you have submitted the withdrawal form yourself before the deadline for withdrawal. I will only submit the grade earned by adding up your grades to date. Other instructors may have different rules concerning giving a "W" grade. Please read the syllabus for each of your classes to be informed of the rules.
 - International Students: Receiving a W in a course may affect the status of your student Visa. Once a W is given for the course (after you have submitted a withdrawal form formally), it will not be changed to an F because of the visa consideration. Please contact the International Student Office at 713-718-8520 if you have any questions about your visa status and other transfer issues.

***Last day for Administrative/Student Withdrawals:** April 1, 4:30 pm

HCC Student Services Information:

Student Services provides master’s and doctoral-level counseling for the Northwest College student body. Counselors are available at each campus to assist students in creating class schedules, evaluating college transcripts, and completing degree/certificate plans.

Student Services regular business hours are the same at both campuses. Phone numbers:

* 8 a.m. – 7 p.m. M – Th

* 8 a.m. – 1 p.m. F – Sat

* Katy Campus, 713-718-5751

* Spring Branch Campus, 713-718-5669

Additional Information:

<http://northwest.hccs.edu/northwest/campus-services>

Instructor Requirements:

- **Assignments** are to be ready to be turned in to the instructor at the start of class. Assignments that are handed in late (even on the same day), are considered late and will not be accepted. There is no penalty for handing in assignments early. In case of emergency, a student may request, in letter format, one late assignment per semester. If the request is granted based upon discretion of the instructor, the assignment must be handed by the next class session after the due date. After that, an assignment is no longer accepted for credit. Quizzes, in-class work, group work, etc. cannot be made up for credit.
- **In-class essays** must be written on blue books. Unless told otherwise, students will write on one side of a page and skip every other line to allow room for instructor comments.
- **Out-of-class essays** must follow basic MLA rules and be typed, double spaced, and printed on 8 1/2 x 11" white paper with 1" margins and use a 12 pt. plain font. Final essays and support material should be handed in a manila file folder, and papers should be secured with a staple or paper clip. Points will be deducted from papers which do not meet requirements.
- **Electronics in the classroom:** As a student active in the learning community of this course, it is your responsibility to be respectful of the learning atmosphere in your classroom. To show respect of your fellow students and instructor, you will turn off your phone and other electronic devices and will not use these devices in the classroom unless you receive permission from the instructor. If such a device sounds or is used during class, it will be considered a disruption of the educational process (such as other forms of inappropriate behavior) and the student may be asked to leave for the rest of the class period. If a student expects an emergency call, he or she must speak to the instructor to receive an exception to this policy.

Tentative Calendar for Composition I: Spring 2013

(See Eagle Online for detailed course calendar)

Week 1	Introduction-Syllabus, Critical Reading
Week 2	McGraw-Hill Connect Registration, Intro to Critical Reading
Week 3	Rhetorical Devices
Week 4	Effective Writing Techniques
Week 5	Narration
Week 6	Workshop Narrative Essay
Week 7	Description
Week 8	Midterm Exam
Week 9	Workshop Descriptive Essay
Week 10	MLA Documentation
Week 11	Persuasion
Week 12	Analysis
Week 13	Workshop Analysis Essay
Week 14	Conferences
Week 15	Final Exam
Week 16	Evaluation, Reflections